Response to Intervention for English Learners in Tier 1:

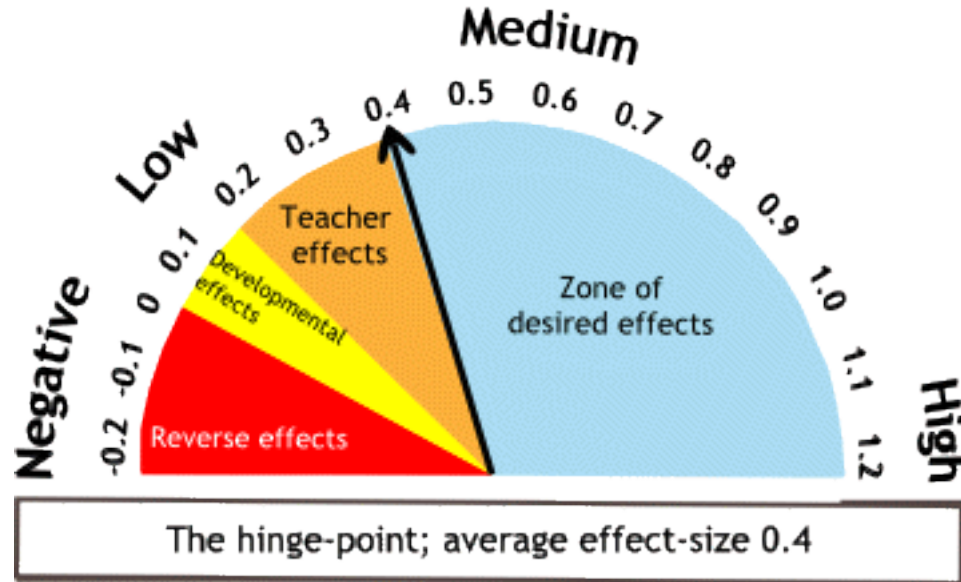# Focus on Literacy

Presented By:

Heidi Rochin
(559) 250-7359
heidirochin@yahoo.com

Welcome and Introduction

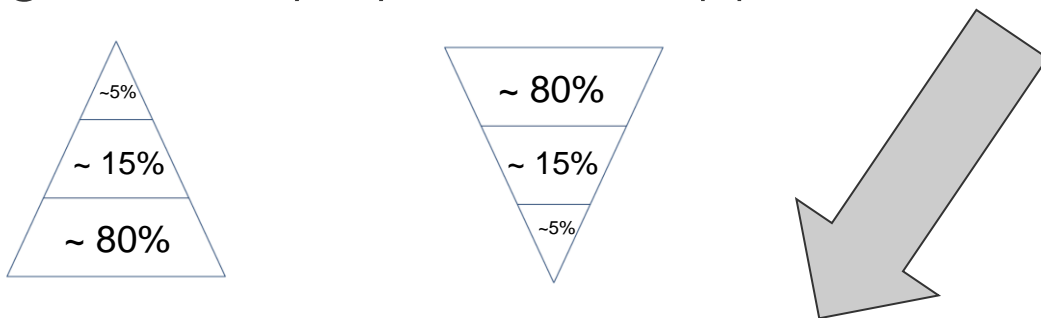By the end of this session, you will be able to:

1. Define tier 1 best practices within a Response to Intervention framework;
2. Explain the three distinct categories of instructional best practices;
3. Return to your school site and implement effective tier 1 instructional best practices for English learners in the development of literacy.

Effect Sizes

Medium

0.4 0.5 0.6 0.7 0.8 0.9 1.0 1.1 1.2

Low

0.1 0.2 0.3

Negative

-0.2 -0.1 0

Teacher effects

Developmental effects

Zone of desired effects

Reverse effects

High

The hinge-point; average effect-size 0.4

Response to Intervention (RtI) = 1.07 Effect Size
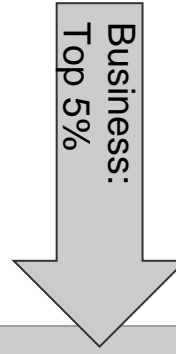
RtI = Timely, Targeted, Early, Systematic Support

Tier 1= Effective Instruction of Grade-Level Essential Curriculum

Tier 2= Supplemental Support in Meeting Critical Outcomes

Tier 3= Intensive Instruction on Foundational Skills

Effective Tier 1 Instruction = The Three Ps

Business: Top 5%

PLCs	+	**Programs**	+	**Practices**

- What is it we want students to learn?
- How will we determine if students have learned it?
- What will we do when students <u>don't</u> learn it?
- What will we do when students <u>do</u> learn it?

→ Data Teaming Process

Adoption and Use of an Evidence-Based Curriculum

The pedagogies and methodologies that have the best chance of helping students learn at higher levels

(Gregory, Kaufeldt, Mattos)

Literacy Defined

- The ultimate goal of literacy instruction is to build a student's comprehension, writing skills, and overall skills in communication.

Best Practices Defined

Effective First-Time Instruction Teaching Strategies = 0.62 Effect Size				
The Science of Teaching	X	**The Art of Teaching**	X	**Differentiation for Individual Student Needs**
Evidence-based best practices		Knowing when and with whom to use those evidence-based practices		Not every student learns at the same pace in the same way

Best Practices

Three Distinct Categories of Best Practices		
Creating Climate	Helping Students Develop Understanding	Helping Students Extend and Apply Knowledge

A Menu of Tier 1 Instructional Best Practices for English Learners

Creating Classroom Climate	Helping Students Develop Understanding	Helping Students Extend and Apply Knowledge
-	-	-
-	-	-
-	-	
-	-	

Creating Classroom Climate

Creating Classroom Climate
- Learning Targets ➔ Guiding Questions - Teacher/Student Talk Ratio - Metacognitive Strategies - Growth Mindset Feedback

Creating Classroom Climate

Creating Classroom Climate
- Learning Targets ➜ Guiding Questions
-
-
-

Creating Classroom Climate
Learning Targets ➜ Guiding Questions
• Learning targets identify what students will learn and be able to do by the end of the lesson
• Feasible, measurable, and comprehensible to students
➢ Developed as the core of the lesson and shared with students
➢ Students transform into guiding questions

Learning Targets ➜ Guiding Questions

We will determine the main idea of an informational text.

How do we determine the main idea of an informational text?
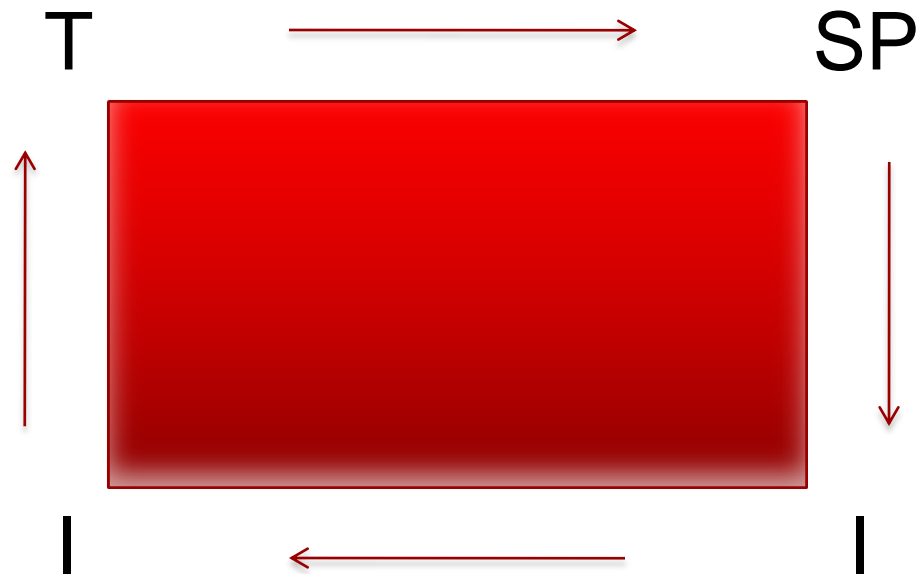
Creating Classroom Climate

Creating Classroom Climate
- Learning Targets ➔ Guiding Questions   - Teacher/Student Talk Ratio   -   -

Creating Classroom Climate
<u>Teacher/Student Talk Ratio</u>   • Ensuring that students are doing as much of the intellectual work and having the most engaging experience as possible in class   • Students producing their way to higher levels of language and content area proficiency   • Evident in a balance between teacher production and student production   ➢ Segmented Instruction

Teacher / Student Talk Ratio

T → SP

I ← I

Table Task

- What are the student benefits of these two practices?

- What are the teacher benefits of these two practices?

Creating Classroom Climate

Creating Classroom Climate
- Learning Targets ➔ Guiding Questions
- Teacher/Student Talk Ratio
- Metacognitive Strategies
-

Creating Classroom Climate
Metacognitive Strategies

- "Big thinking" or thinking about thinking
- Examining the thinking process = questioning + visualizing + synthesizing
- Teachable and can lead to improvement in students' achievement

➢ Metacognitive modeling requires the use of physical <u>and</u> mental action verbs

Metacognitive Strategies

Metacognition… A Three-Part Process

1. Develop a Plan (Questioning)

2. Monitor Understanding (Questioning + Visualizing)

3. Evaluate Thinking (Synthesizing)

Creating Classroom Climate

Creating Classroom Climate
- Learning Targets ➔ Guiding Questions
- Teacher/Student Talk Ratio
- Metacognitive Strategies
- Growth Mindset Feedback

Creating Classroom Climate
Growth Mindset Feedback • Stanford University Psychologist Carol Dweck (2006) • Fixed Mindset: the personal belief that they are either intelligent or not • Growth Mindset: the personal belief that intelligence can increase over time as the brain changes and grows. • From THE PIT to GRIT ➢ *Effort Praise* rather than *Intelligence Praise*

Table Talk

- Out of these four practices, what is one you feel is a strength of yours? Which practice do you want to develop or refine when you return to your site/district?

Helping Students Develop Understanding

Helping Students Develop Understanding
- Strategic Vocabulary Development
- Summarizing
- Paraphrasing
- Joint Construction of Meaning

Helping Students Develop Understanding

Helping Students Develop Understanding
- Strategic Vocabulary Development - - -

Helping Students Develop Understanding
Vocabulary Development • 300 per year – 60 per content area per year – 10 per content area per week • Focus on mainly tier two words or phrasal clusters to help ELs begin their *reading* journey   ➢ Vocabulary Awareness Chart ➢ Frayer Model

Strategic Vocabulary Development: Vocabulary Awareness Chart

Name: _____ Date: _____

Vocabulary Awareness Chart

Vocabulary for: _____

Word	Know it well- can explain it	Heard it or seen it before	No clue	Notes/ Definitions
1. deforestation				
2.				
3.				
4.				
5.				
6.				

Strategic Vocabulary Development: Frayer Model

Vocabulary

Definition:	Synonyms:
Visual:	Antonyms:

deforestation

Helping Students Develop Understanding

Helping Students Develop Understanding
- Strategic Vocabulary Development
- Summarizing
-
-

Helping Students Develop Understanding
<u>Summarizing</u>
• One of the most underused teaching techniques today, yet research has shown that it yields some of the greatest leaps in comprehension and long-term retention of information • Both a cognitively and linguistically challenging task ➢ The GIST ➢ Magnet Summaries

Summarizing: The GIST

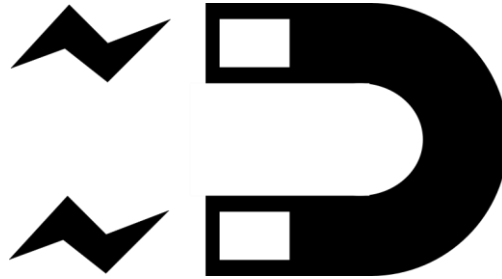| |
|---|
| Topic: |
| Main Idea: |
| Key Words or Phrases:
1.
2.
3.
4.
5. |
| The GIST:

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____. |

Summarizing: Magnet Summaries

Word Bank:

Protection
_____

Tropical rain forest
_____

Endangered
_____

Deforestation
_____

Preserving
_____

3-5 Sentence Summary:

_____

_____

_____

_____

_____

_____

_____

Helping Students Develop Understanding

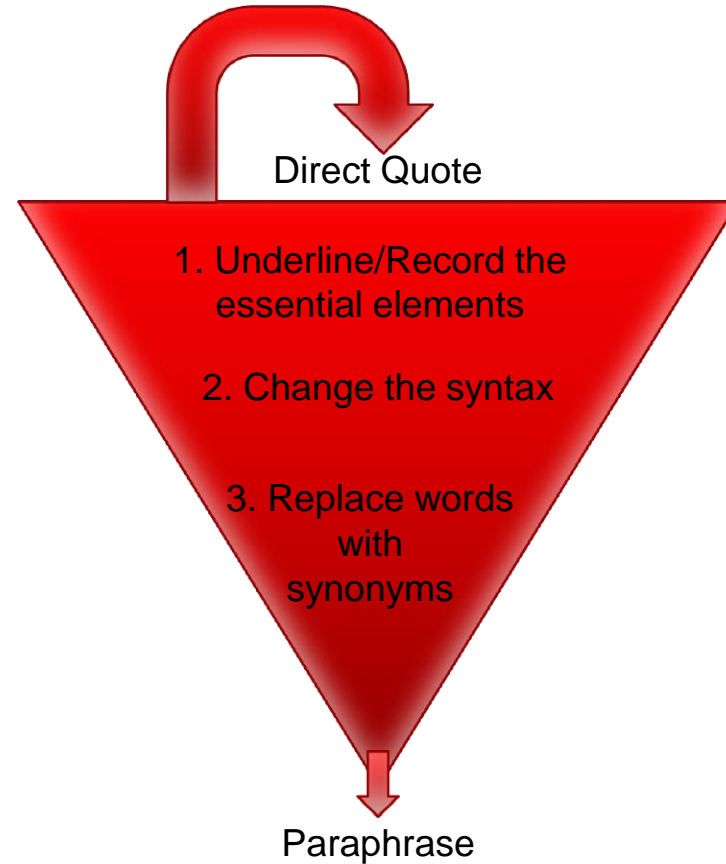| Helping Students Develop Understanding |
| :---: |
| - Strategic Vocabulary Development |
| - Summarizing |
| - Paraphrasing |
| - |

Helping Students Develop Understanding
<center>Paraphrasing</center> • Gives students opportunities to get a deeper understanding of the text, to make connections to what they already know, and to enhance remembering • Incorporates reading, writing, listening, and speaking - activating the brain's frontal lobe and leading to a fuller comprehension of the text ➢ Funnel Method

Paraphrasing: The Funnel Method

Direct Quote

1. Underline/Record the essential elements

2. Change the syntax

3. Replace words with synonyms

Paraphrase

A Forest in Danger

Since 1970, more than 232,000 square miles of the Amazon rain forest have been destroyed. That is nearly the size of Texas! The destruction has **endangered**[3] many animal species. Experts predict that the continued **deforestation,** or clearing of trees, at this rate would endanger the entire region by 2050.

The destruction has endangered many animal species.

A Forest in Danger

Since 1970, more than 232,000 square miles of the Amazon rain forest have been destroyed. That is nearly the size of Texas! The destruction has **endangered**[3] many animal species. Experts predict that the continued **deforestation,** or clearing of trees, at this rate would endanger the entire region by 2050.

The <u>destruction</u> has <u>endangered</u> many <u>animal species</u>.

A Forest in Danger

Since 1970, more than 232,000 square miles of the Amazon rain forest have been destroyed. That is nearly the size of Texas! The destruction has **endangered**[3] many animal species. Experts predict that the continued **deforestation,** or clearing of trees, at this rate would endanger the entire region by 2050.

The <u>destruction</u> has <u>endangered</u> many <u>animal species</u>.

Helping Students Develop Understanding

Helping Students Develop Understanding
- Strategic Vocabulary Development
- Summarizing
- Paraphrasing
- Joint Construction of Meaning

Helping Students Develop Understanding
<u>Joint Construction of Meaning</u> ➤ Triads and Shadow Reading ➤ Student Pair Reading ➤ Silent Reading with Peer Summary ➤ Reciprocal Teaching   • Magnet Summaries using Tier 2 and Tier 3 words

Joint Construction of Meaning: Triads and Shadow Reading

1. Students work in groups of three

   Team Member A   *Team Member B (Pre-Emergent)*   *Team Member C*

2. Team Member A and C alternate reading sentences aloud while Team Member B tracks the text

   OR

   Team Member A and C alternate reading sentences aloud while Team Member B shadow reads (whisper reads with each partner)

   EVENTUALLY…

   A reads, B and C track the text
   B reads, A and C track the text
   C reads, A and B track the text
   B reads, A and C track the text
   *Repeat

Joint Construction of Meaning: Student Pair Reading

Peer reading has been found to be the best approach to delve into close reading for Els (Calderon, Slavin, & Sanchez, 2011).

1. The teacher reads and models strategies for analyzing text.

2. Partner A reads the first sentence. Partner B helps if necessary.

3. Partner B reads the next sentence. Partner A helps if necessary.

4. After each paragraph, the partners collaborate to complete a Magnet Summary (oral or written) for what they have just read and write any questions they still have in the margins.

5. Partners continue until they finish reading the assigned section.

Joint Construction of Meaning: Silent Reading with Pair Summary

Silent reading alone has proven ineffective for most low-level readers and ELs (Calderon, 2007; Shanahan, 2012)

1. Students read one or two paragraph silently.

2. Students discuss content with a peer and complete a Magnet Summary (oral or written)

✓ Peer discussions should be frequent (~every 5 minutes)

✓ The more complex the text, the shorter the silent reading segments before meeting with a partner

Joint Construction of Meaning: Reciprocal Teaching (0.74 Effect Size)

1. Students work in groups of four
2. Each team member has a role:

   A. *Questioner: Poses questions about unclear parts/information, connections to other concepts, the big picture*

   B. *Summarizer: Highlights key ideas*

   C. *Clarifier: Addresses the confusing parts and attempts to answer the team's questions*

   D. *Connector: Suggests how themes and concepts connect to other texts, theories, processes or solutions*

3. Group reads small sections silently and then stop to summarize and clarify, or to teach each other.

Joint Construction of Meaning: Reciprocal Teaching

Assign Roles Based on Language Proficiency Levels:

1. *Questioner: Pre-Emergent, Emergent*

2. *Summarizer: Basic*

3. *Clarifier: Low Intermediate*

4. *Connector: High Intermediate*

Helping Students Extend and Apply Knowledge

Helping Students Extend and Apply Knowledge
-   Comparing -   Classifying

Helping Students Extend and Apply Knowledge

Helping Students Extend and Apply Knowledge	Helping Students Extend and Apply Knowledge
- Comparing -	• Use of graphic organizers to guide students in a comparison ➢ Text-to-Illustration ➢ Portion of Text-to-Portion of Text ➢ Text-to-Text ➢ Text-to-Other Forms of Media ➢ Text-to-Self ➢ Text-to-World

Helping Students Extend and Apply Knowledge

Helping Students Extend and Apply Knowledge
- Comparing
- Classifying

Helping Students Extend and Apply Knowledge
• Use of graphic organizers to guide students in the classification of information gained from the reading of a text

A Menu of Tier 1 Instructional Best Practices for English Learners

Creating Classroom Climate	Helping Students Develop Understanding	Helping Students Extend and Apply Knowledge
- Learning Targets ➜ Guiding Questions - Teacher/Student Talk Ratio - Metacognitive Strategies - Growth Mindset Feedback	- Strategic Vocabulary Development - Summarizing - Paraphrasing - Joint Construction of Meaning	- Comparing - Classifying

Session Wrap-Up

It's the end of the session; are you able to…?

1. Define tier 1 best practices within a Response to Intervention framework;
2. Explain the three distinct categories of instructional best practices;
3. Return to your school site and implement effective tier 1 instructional best practices for English learners in the development of literacy.